

## SECTION A: Multiple-choice questions

### Specific instructions to students

- A correct answer scores 1 mark, and an incorrect answer scores 0.
- Marks are not deducted for incorrect answers.
- No marks are given if more than one letter is shaded in the answer box.
- Choose the alternative that is **most correct** or that **best answers** the question and mark your choice on the multiple-choice answer section as shown in the example below.

1 ☐ A ☐ B ☐ C ☒ D



- Use pencil only.

### AREA OF STUDY 1: Learning

#### QUESTION 1

Which of the following is an example of a fixed action pattern?

- A reaching puberty
- B pulling your hand away from a hot stove
- C a spider spinning a web
- D a dog salivating at the fridge door opening

#### QUESTION 2

The neutral stimulus is thus named because it

- A reverses the effects of classical conditioning.
- B does not produce a naturally occurring response.
- C acts like an extraneous variable during conditioning.
- D produces a conditioned response.

#### QUESTION 3

Graduated exposure involves pairing an undesirable stimulus with a \_\_\_\_\_ stimulus and aversion therapy involves pairing an undesirable stimulus with a \_\_\_\_\_ stimulus.

- A positive; positive
- B negative; negative
- C negative; positive
- D positive; negative

#### QUESTION 4

Operant conditioning involves the learner establishing an association between the \_\_\_\_\_ and the \_\_\_\_\_.

- A unconditioned stimulus; response
- B response; conditioned stimulus
- C consequences; neutral stimulus
- D behaviour; consequences

#### QUESTION 5

When an individual is learning to establish a response through operant conditioning, they are best to be reinforced

- A intermittently.
- B every second time a response occurs.
- C every time a response occurs.
- D all the time, even if a response does not occur.

#### QUESTION 6

A key difference between negative and positive reinforcement is that

- A negative reinforcement removes an unpleasant stimulus, whereas positive reinforcement gives a pleasant stimulus.
- B negative reinforcement reduces the likelihood of behaviour occurring again, whereas positive reinforcement increases the likelihood of behaviour occurring again.
- C negative reinforcement removes a pleasant stimulus, whereas positive reinforcement gives a pleasant stimulus.
- D negative reinforcement increases the likelihood of behaviour occurring, again whereas positive reinforcement decreases the likelihood of a behaviour occurring again.

#### QUESTION 7

For which group of people would token economies be least effective?

- A teachers
- B prisoners
- C children
- D mental health patients

### QUESTION 8

Which of the following statements relating to spontaneous recovery in classical conditioning is true?

- A Stimulus generalisation must occur before spontaneous recovery.
- B There is a rest period followed by extinction and then spontaneous recovery.
- C There is a rest period followed by stimulus discrimination and then spontaneous recovery.
- D Extinction occurs followed by a rest period and then spontaneous recovery.

### QUESTION 9

In terms of time taken for the cat to escape, the learning curve in Thorndike's trial-and-error experiments showed

- A a steady decline.
- B a steady increase.
- C erratic responses but a gradual decline.
- D erratic responses but a gradual increase.

### QUESTION 10

Which of the following models produced the highest amount of aggression in children when the model was rewarded, according to Bandura's experiments on observational learning?

- A A real-life model.
- B A video recording of a model.
- C A cartoon model.
- D They all produced equally high amounts of aggression.

### QUESTION 11

During insight learning there is the sudden realisation of the solution to a problem. This is known as the \_\_\_\_\_ experience.

- A 'aha'
- B light bulb
- C learning
- D momentary

### QUESTION 12

Little Albert was originally conditioned to fear white rats, but the experimenters found that he produced a similar response to other stimuli, such as a white rabbit. This is known as

- A stimulus discrimination.
- B stimulus generalisation.
- C spontaneous recovery.
- D a neutral stimulus.

## AREA OF STUDY 2: Mental health

### QUESTION 13

According to the medical definition of normality, which person would most likely be considered normal?

- A a man suffering from schizophrenia
- B a child with bad eyesight
- C a boy wearing pyjamas to school
- D a woman with depression

### QUESTION 14

The ICD-10 seeks to classify different mental and physical health issues. Under what chapter in the ICD-10 are mental disorders categorised?

- A 4
- B 5
- C 6
- D 7

### QUESTION 15


When classifying mental illness by using resources such as the ICD-10 it is important for the diagnosis to be consistent across different cultures and countries. This highlights the importance of

- A a conclusion.
- B a generalisation.
- C validity.
- D reliability.

### QUESTION 16

Which of the following is **not** a psychological effect of prolonged or intense arousal?

- A depression
- B a change in sleeping patterns
- C loss of concentration
- D colds and flu

ONE ANSWER PER LINE					USE PENCIL ONLY 				
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2	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	10	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D	11	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
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5	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D	13	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
6	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	14	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	15	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
8	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D	16	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D

**Questions 17 and 18 refer to the following scenario.**

To study her desired tertiary course, Sarah had to move out of her parents' home in the country and take up residency at a city campus. The city lifestyle was a lot faster and noisier than her life on the farm, so Sarah found that she had to do a lot of adjusting to fit in. Her coursework was more demanding than her VCE studies the previous year and, in addition to this, she had to fit in a part-time job to help her financial situation.

**QUESTION 17**

In the early part of the year, Sarah complained of headaches and of always feeling tense and tired. Despite little change – if anything, her workload increased – she now says that she feels 'OK'. Sarah is most likely

- A in the shock stage of the general adaptation syndrome.
- B in the resistance stage of the general adaptation syndrome.
- C in the exhaustion stage of the general adaptation syndrome.
- D having a nervous breakdown.

**QUESTION 18**

During this stage the body's normal level of resistance to stress

- A is below normal.
- B is above normal.
- C is initially above normal but rapidly drops below.
- D fluctuates above and below normal.

**QUESTION 19**

According to Lazarus' transactional model of stress and coping, stress occurs because

- A there are too many demands.
- B there are no demands.
- C there are too many demands for available resources.
- D there are too few demands for available resources.

**QUESTION 20**

Which of the following is **not** considered a beneficial technique for coping with stress?

- A drinking alcohol
- B relaxation
- C biofeedback
- D physical exercise

**Questions 21 and 22 refer to the following scenario.**

Mitchell is interested in conducting research into establishing whether meditating for an hour a day actually reduces reported stress levels. Group A completed one hour of meditation by listening to a CD directly before bed for one week, while Group B was instructed not to partake in any meditation practices. At the beginning of the study, the participants were asked to rate their stress level on a scale of 1–10. This was repeated at the conclusion of the experiment.

**QUESTION 21**

What was the operationalised independent variable for this study?

- A the difference in score between the stress levels reported before and after the experiment
- B the results after the experiment
- C the presence of meditation in the week
- D the time of day meditation occurred

**QUESTION 22**

What was the operationalised dependent variable for this study?

- A the difference in score between the stress levels reported before and after the experiment
- B the results after the experiment
- C the presence of meditation in the week
- D the time of day meditation occurred

**QUESTION 23**

Which of the following techniques is **not** a psychological treatment for phobias?

- A cognitive behavioural therapy
- B systematic desensitisation
- C flooding
- D anti-anxiety medication

**Complete Questions 24 and 25 ONLY if you have studied major depression. If you have not studied major depression, go to Question 26.**

**QUESTION 24**

A key aim of anti-depressant medication, such as noradrenaline reuptake inhibitors, is to

- A stop depression from occurring.
- B attack the depressive gene.
- C improve mood in sufferers.
- D reduce symptoms of anxiety.

### QUESTION 25

Sufferers of major depression often feel they have no control over the events, or the outcomes of these events, in their life. This is known as

- A manic depression.
- B moodiness.
- C neuro-depletion.
- D learned helplessness.

**Complete Questions 26 and 27 ONLY if you have studied gambling. If you have not studied gambling, go to Question 28.**

### QUESTION 26

What sort of mental disorder is gambling classified as?

- A an addictive disorder
- B a schizophrenic disorder
- C a mood disorder
- D an anxiety disorder

### QUESTION 27

Gambling behaviours are resistant to extinction due to the reward system that is used. Under which schedule of reinforcement does gambling operate?

- A fixed ratio
- B variable ratio
- C fixed interval
- D variable interval

**Complete Questions 28 and 29 ONLY if you have studied schizophrenia. If you have not studied schizophrenia, go to Section B.**

### QUESTION 28


What sort of mental disorder is schizophrenia classified as?

- A a mood disorder
- B a psychotic disorder
- C an anxiety disorder
- D a distorted disorder

### QUESTION 29

Schizophrenia can impact on various cognitive functions. Which of the following effects can occur?

- A an increase in memory abilities
- B a decrease in memory abilities
- C a decrease in sensory experience
- D an increase in sensory experience

ONE ANSWER PER LINE					USE PENCIL ONLY 				
17	A	B	C	D	24	A	B	C	D
18	A	B	C	D	25	A	B	C	D
19	A	B	C	D	26	A	B	C	D
20	A	B	C	D	27	A	B	C	D
21	A	B	C	D	28	A	B	C	D
22	A	B	C	D	29	A	B	C	D
23	A	B	C	D					

## SECTION B: Short answer questions

### Specific instructions to students

- Answer all questions in the spaces provided.

### AREA OF STUDY 1: Learning

#### QUESTION 1

- a What is neuroplasticity?

**Answer:**

Neuroplasticity is the changing of neurons in the brain and their functions due to new experiences.

- b Give one reason why adaptive plasticity may occur.

**Answer:**

It may occur as a result of an accident. When the brain is damaged, other cortical areas can adapt to control functioning that may have been impaired.

1 + 1 = 2 marks

#### QUESTION 2

Ivan Pavlov was well known for his work investigating classical conditioning. His most famous experiment revolved around teaching a dog to salivate at the sound of a bell.

- a With reference to the experiment, explain how Pavlov demonstrated the process of extinction.

**Answer:**

When the meat powder was no longer presented after the bell was sounded, the salivation (conditioned response) diminished.

- b With reference to the experiment, explain how Pavlov demonstrated stimulus discrimination.

**Answer:**

The dog would only salivate at the sound of the original bell; it would not produce the conditioned response to other similar-sounding bells.

2 + 2 = 4 marks

#### QUESTION 3

Explain how the process of flooding is used to eliminate a fear response to a phobia.

**Answer:**

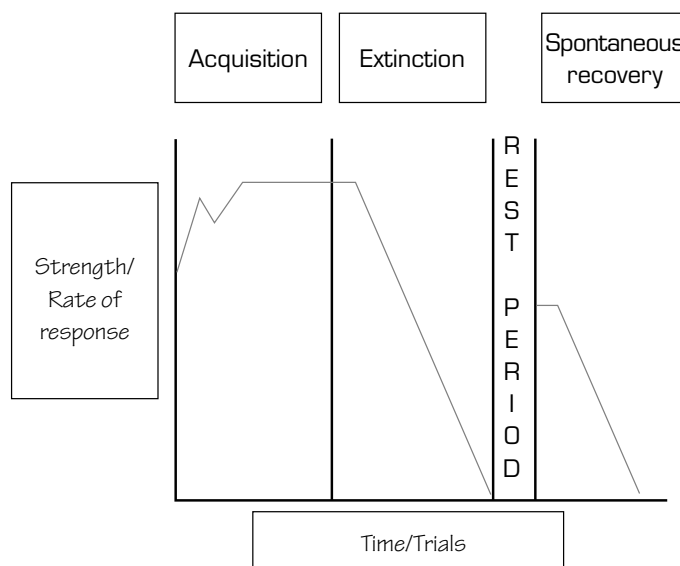
When using flooding to treat a phobia, the psychologist exposes a patient to vast amounts of the feared stimulus.

When nothing bad happens the patient begins to calm down and from that moment on they create an association between a feeling of calm with the previously feared object.

2 marks

#### QUESTION 4

- a On the axes below, plot the graph of acquisition, extinction and spontaneous recovery in classical conditioning. Label both axes.



- b What is presented to the learner so that they produce the conditioned response once again in spontaneous recovery?

**Answer:**

The conditioned stimulus.

- c What is removed during classical conditioning so that a conditioned response is extinguished?

**Answer:**

The unconditioned stimulus.

3 + 1 + 1 = 5 marks

#### QUESTION 5

Bandura conducted many different experiments on the influence of observational learning on aggressive behaviour. In one variation, he investigated the effect of vicarious reinforcement on aggressive behaviour.

- a What is vicarious reinforcement?

**Answer:**

Vicarious reinforcement involves the tendency to repeat behaviours that we have seen others rewarded for, and to avoid those we have seen others punished for.

- b When the children in Bandura's experiment watched a model rewarded for aggressive behaviour, how did this influence their behaviour?

**Answer:**

The level of aggression increased.

- c When the children in Bandura's experiment watched a model punished for aggressive behaviour how did this influence their behaviour?

**Answer:**

The level of aggression decreased.

1 + 1 + 1 = 3 marks

### QUESTION 6

Tolman conducted research into latent learning by teaching rats to run a maze to find food. One group was always presented food and learned to run the maze quickly. Another group was not shown food for the first ten trials but was shown food on the eleventh trial.

- a What was the aim of Tolman's work in investigating latent learning?

**Answer:**

The aim of the investigation was to see if rats who had not previously found food in a maze could run the maze as quickly as those who had learned to run a maze to find food when food was presented, thus demonstrating latent learning.

- b What was the conclusion of Tolman's research on insight learning?

**Answer:**

Rats that were not previously shown food could run the maze as quickly as rats that had learned to run a maze for food, thus demonstrating latent learning.

1 + 1 = 2 marks

### AREA OF STUDY 2: Mental health

#### QUESTION 7

Define the term 'mental illness'.

**Answer:**

A mental illness is a psychological or behavioural pattern that occurs causing distress or functional difficulties.

1 mark

#### QUESTION 8

The DSM-IV can be used to try to classify different mental disorders. What is one advantage and one limitation of the DSM-IV?

**Answer:**

**Advantage:**

To determine if an individual suffers from a mental illness OR to help communicate with a patient what their diagnosis is.

**Limitation:**

There are no suggestions for causes or treatment OR it can be used by people without clinical training which can lead to inappropriate use.

2 marks

#### QUESTION 9

Explain how the biopsychosocial approach seeks to explain mental health?

**Answer:**

The biopsychosocial approach identifies the significant role that biological, psychological and social factors all play in the development and treatment of health and wellbeing.

1 mark

#### QUESTION 10

- a Discuss one physiological response that increases when the fight-flight response is activated and one physiological response that decreases.

**Answer:**

**Increases:**

Heart rate, respiratory rate, production of sweat.

**Decreases:**

Production of saliva, production of bile and stomach contractions.

- b Explain why some responses increase and others decrease when the body is in a state of heightened arousal.

**Answer:**

The body maximises its chance of survival by distributing its resources to the areas that need it most.

2 + 1 = 3 marks



### QUESTION 11

Name and describe the stages and physiological changes that occur during the alarm reaction stage of the general adaptation syndrome.

**Answer:**

**Shock** – the body's resistance to stress falls below normal level and the body acts as though it is injured. Physiological functions such as body temperature drop.

**Countershock** – the body's resistance to stress rises above normal. Sympathetic nervous system arousal increases heart and respiratory rate.

2 marks

### QUESTION 12

Dr Foyster is conducting an experiment into the effects of meditation on stress relief. He hopes to find that stress is decreased during a meditative state, so when estimating the meditation group's stress levels he is very generous in estimating the program's effectiveness. He is not so generous when estimating the control group's stress levels. Dr Foyster's study has been subjected to experimenter effects, which can be minimised through the implementation of a double blind procedure.

2 marks

### QUESTION 13

Explain what the term 'allostasis' means.

**Answer:**

Allostasis is the process of achieving stability through physiological or behavioural change.

1 mark

### QUESTION 14

Name and explain the role of the neurotransmitter involved in the management of phobic anxiety.

**Answer:**

Gamma-amino butyric acid (GABA) helps to manage phobic anxiety by inhibiting or slowing down the reactions of the brain cells which regulate our fear and anxiety response.

2 marks

**Complete Questions 15 and 16 ONLY if you have studied major depression. If you have not studied major depression, go to Question 17.**

### QUESTION 15

Explain the impact of the neurotransmitter serotonin on the onset of major depression.

**Answer:**

The onset of major depression has been linked to low levels of serotonin, which is why anti-depressants often involve increasing serotonin levels to improve mood.

1 mark

### QUESTION 16

Discuss two sociocultural factors that can impact on the development of major depression.

**Answer:**

Any two of the following: people who have been physically or mentally abused can be more susceptible to depression; people who live in poverty can be more susceptible to depression; people who do not have a large social network, or are socially isolated, can be more susceptible to depression; people who experience traumatic life events, such as the death of a loved one, job loss or financial strain can be more susceptible to depression.

2 marks

**Complete Questions 17 and 18 ONLY if you have studied gambling. If you have not studied gambling, go to Question 19.**

### QUESTION 17

Explain how dopamine is believed to influence gambling behaviour.

**Answer:**

High levels of dopamine have been linked to addictive and compulsive behaviours, such as gambling. It has been found that patients suffering from Parkinson's disease who are given dopamine agonists have acquired a gambling addiction.

1 mark

### QUESTION 18

Discuss two sociocultural factors that can impact on the development of addictive disorders such as gambling.

**Answer:**

Any two of the following: easy access to gambling facilities can increase the risk of a gambling addiction; easy access to money while gambling can increase the risk of gambling addiction; reduced access to light and time cues can

increase the risk of gambling addiction; social permission  
of gambling behaviours can increase the risk of gambling  
addiction.

2 marks

**Complete Questions 19 and 20 ONLY if you have  
studied schizophrenia.**

#### **QUESTION 19**

Explain how genetics can impact on the development  
of schizophrenia.

**Answer:**

Individuals who have family members such as parents or  
siblings who suffer from schizophrenia are at greater risk  
of suffering from schizophrenia themselves, however, the  
role of genetics is not the only contributing factor in the  
development of schizophrenia.

1 mark

#### **QUESTION 20**

Discuss two sociocultural factors that can impact on the  
development of schizophrenia.

**Answer:**

Any two of the following: people who are socially  
disadvantaged or have reduced access to education  
are more susceptible to schizophrenia; people who have  
endured significant trauma, such as an accident or death  
of a family member, are more susceptible to schizophrenia;  
people who are under a great amount of stress, such as  
emotional or financial stress, are more susceptible to  
schizophrenia.

2 marks